

Guest Editorial

Honoring Dr. Betty Neuman's
Contributions to Nursing Science

Editor's Note

Betty Neuman is a leader in the development of nursing knowledge. Many of her works have been published in *Nursing Science Quarterly* over the last 25 years. The Editorial Board is pleased to honor her and her work with this special issue.

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Reflective of the continued development of the Neuman systems model (NSM) since its inception in 1970, the 13th Biennial Neuman Systems Model Symposium (June, 2011) featured presentations concerning innovations in NSM-based education, practice, and research from both novices and experts. At the symposium, Dr. Neuman humbly expressed her gratefulness to all for their enthusiastic use of the model noting that, though she created the model, it is its innovative use by educators, practitioners, and researchers alike that is the basis of its success. As a tribute to Dr. Neuman's vision and graciousness, I would like to focus this guest editorial on recent innovative uses of the NSM, many of which are detailed in the issue.

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Several years ago, to further the development of the NSM and highlight innovations, the NSM Trustee Group decided to establish centers of NSM excellence. The first established center was the NSM Research Institute, in June 2004, to help further the use of the NSM as a research model and to build ties among NSM researchers. Since that time, five NSM research fellows have been named, in recognition of their contributions. In addition, a research grant was established in honor of Dr. Patricia Chadwick, a past NSM trustee who was committed to excellence in scholarship. To date, two research grants have been awarded. Also, in June 2008, the NSM Research Institute held its first think tank at the Graduate Center of the City University of New York where lively discussion among invited NSM scholars centered on varied conceptualizations of NSM.

One result of this discussion was Dr. Neuman's changing the wording of her description of a core response in the newest NSM text (Neuman, 2011), to include all person variables and to clarify that one could reconstitute after a core response. Another breakthrough was Gehrling's (2011) clarification of the dual nature of the concept of reconstitution. These new advances, as well as others, are detailed in my article in this present edition.

In addition, at the 13th Biennial NSM symposium, Dr. Theresa Gunter Lawson, a 2011 NSM research fellow, reflected on building her program of research concerning sexually-transmitted

diseases and adolescents (Gunter- Lawson, 2011) and Dr. Nancy Manister, the 2011 recipient of the research grant, presented her work on obesity among clergy (Manister, 2011). Notably, Manister's study (Manister, 2012), the first to empirically test relations among the normal line of defense, lines of resistance, and core response, reflects Neuman's clarified core response. The theoretical rationale for her study is presented as an exemplar in this issue.

Following establishment of the Research Institute, the Educational Academy was established in 2010 at the Biennial Trustee Meeting in The Netherlands. This award was named in honor of Dr. Rosalie Mirenda (NSM Trustee Emeritus) and, at the 13th Biennial Symposium the first NSM education fellows were named: Anna Helewka and Sanna Boxley- Harges. With many years experience using the NSM in nursing education in Canada and the United States respectively, they led the education plenary session presenting the need for rigorous inquiry into nursing curriculum design. Notably, they focused on practical applications and adapting the NSM-based curriculum to the needs of the millennial learner (Boxley-Harges & Helewka, 2011)

This plenary session also highlighted the continued use of the NSM as an educational model and the contributions of Dr. Lois Lowry were recognized. Dr. Lowry has assisted countless nursing programs to develop NSM-based curricula and is greatly responsible for the continued widespread use of the NSM as both an educational and a research model. In this issue, Sanna Boxley-Harges, along with colleague Sara

Beckman provide further insight into lessons learned in implementing an NSM-based curriculum which they gleaned from their many years of leadership in nursing education. Also in this issue Marilyn McClure presents her innovative work (McClure, 2011) on using the NSM in simulation debriefing sessions.

Finally, in 2011, the NSM Practice Center was established. At the symposium's practice plenary session, Breckenridge and colleagues presented work on four translational research projects using the NSM-based RAIN (Research Approach in Nursing) model (Breckenridge, Grosik, Kristiniak, & Shields, 2011). Breckenridge's (2011) RAIN model is a major reason why Abington Memorial Hospital, in Pennsylvania has been designated a Magnet Hospital.

At this plenary session, innovations in practice were also the focus of colleagues from The Netherlands (de Kuiper, de Jong, & Dobbenberg, 2011) where the NSM has been adopted as a model for nursing practice in several institutions. In addition, Merks (2011) presented his work on implementation of the NSM in The Netherlands, and his work is featured in Baumann's international column in this issue. As well, Lowry's research highlights spirituality as a focal person variable, and in this issue, both her research and the research of Cobb shed new light on the role of spirituality in nursing practice.

I, and countless others, know from personal experience that it is Dr. Neuman who has made such innovations possible. She has consistently been accessible, enthusiastic, and open to new uses of the model. It has thus been an honor to write this guest editorial for the NSM issue and to dedicate this issue to Dr. Betty Neuman who is truly the wind beneath our wings.

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